



District/LEA: 068-073 TIPTON R-VI Year: 2023-2024

Funding Application: Plan - School Level - 3000 TIPTON MIDDLE SCHOOL Version: Initial Status: Submitted

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School Level Plan Home Print Cancel Print Mode

School, Parent And Family Engagement Policy Hide

3000 TIPTON MIDDLE SCHOOL

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- Schoolwide Targeted

This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. Section 1116 (b)(1)

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

The school contacts parents about opportunities with our Title program via email, Facebook, and the district's web page. Parents are invited to attend open house and our Title meeting is then held to communicate with parents. Teachers also contact the families of students enrolled in their literacy and math classes personally.

- Parents are notified of the policy in an understandable and uniform format. Section 1116(b)(1)
The school parent and family engagement policy is provided in a language the parents can understand. Section 1116(b)(1)

POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. Section 1116 (c)(1)
The agenda reflects that the purpose of the meeting is
To inform parents of their school's participation in the Title I.A program
To explain the requirements of Title I.A
To explain the right of parents to be involved. Section 1116 (c)(1)

The school offers a flexible number of meetings. Section 1116 (c)(2)

- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
Transportation
Child care
Home visits
Funds will not be utilized for these purposes Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. Section 1116 (c)(3)

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

Parents provide input through two open house meetings with teachers as well as the parent teacher conferences held in the fall and spring. Parent also provide input through individual meetings with their student's teachers throughout the school year.

- In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

Parents are involved in the planning of the study smarter activities. Parents have the opportunity to provide feedback following the activities and their feedback is used to plan future offerings.

The school provides parents of participating children:

- Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

The school contacts parents about opportunities with our Title program via email, Facebook, and the district's web page. Parents are contacted to attend open house and our Title meeting is then held to communicate with parents. Written information is provided at the Title meeting and is available on the web page and the school counselor's offices.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.  
*Section 1116 (c)(4)(B)*

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

The district distributes EVALUATE and MAP results, teachers communicate the focus of curriculum, and a variety of formative assessments are shared with parents through out the school year as part of the on-going evaluation of student progress.

- Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*
- Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

## SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

### School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

- Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

Parent/Guardian:  
I want my child to achieve; therefore, I will encourage my child by doing the following:  
See that my child attends school regularly and is on time.  
Set aside time for homework and monitor it regularly.  
Read with my child on a regular basis.  
Communicate with my child's teachers on a regular basis.  
Attend parent meetings or volunteer as possible.  
Model respect for my child's teachers and for education in general.

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

Teacher:  
 It is important for teachers and families to work together; therefore, I will:  
 Provide high quality instruction in a supportive environment.  
 Set aside a time and place for parent visits to the classroom.  
 Make myself accessible to parents either before school, after school or during planning.  
 Communicate with parents on homework assignments.  
 Communicate with parents regularly about student progress.  
 Hold high expectations for ALL students believing that ALL students can learn.

- Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum
  - Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
  - Issuing frequent reports to parents on their children's progress
  - Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
  - Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand*Section 1116 (d)(2)(A) (B),(C),(D)*

**BUILDING CAPACITY FOR INVOLVEMENT**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- Provides assistance to parents, as appropriate, in understanding
  - o the Missouri Learning Standards,
  - o the Missouri Assessment Program,
  - o local assessments,
  - o how to monitor a child's progress, and
  - o how to work with educators to improve the achievement of their children.*Section 1116 (e)(1)*

Describe plans to provide assistance.

Teachers will communicate about the MO Learning Standards and local assessment via open houses in the fall and spring as well as at Study Smarter nights so parents are familiar with measures of student success.

- Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

Parents are given access to their student's grades and EVALUATE scores. Parents actively participate in literacy and numeracy activities with their students during study smarter nights.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

All teachers are provided guidelines for informing parents about the school's literacy and numeracy efforts and we hold two parent-teacher conferences and two open houses to encourage parent and teacher interactions. Teachers also contact parents via phone or email regarding individual student concerns as part of our multi-tiered system of supports.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

We provide speech/language services to the local private/parochial school and two local preschools. In addition, we provide special education instruction to students from the local private/parochial school. We also have a part-time Parents as Teachers instructor and she makes home visits with pre-kindergarten parents and students.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

#### Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

#### ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- Provides opportunities for the informed participation of parents and family members, including:
- Parent and family members who have limited English proficiency.
  - Parent and family members with disabilities.
  - Parent and family members of migratory children.
- Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment [Hide](#)

### 3000 TIPTON MIDDLE SCHOOL

#### COMPREHENSIVE NEEDS ASSESSMENT (school level)

*Section 1114(b)(6)*

- A comprehensive needs assessment of the entire school has been conducted.
- The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

3/22/2023

**NEEDS ASSESSMENT: SCHOOL PROFILE****Student Demographics**

The following data regarding **student demographics** has been collected, retained, and analyzed:

- Enrollment (Required)
- Grade level (Required)
- Ethnicity (Required)
- Attendance (Required)
- Mobility (Required)
- Socioeconomic status (Required)
- Discipline (Required)
- Limited English Proficiency (Required)

Summarize the analysis of data regarding **student demographics**:

Strengths:

High Attendance rate and relatively stable enrollment of students in grades 6, 7, and 8 were noted. Discipline referrals and failing grades have decreased due to the implementation of a multi-tiered system of supports. Literacy and numeracy curriculum related to MO Learning Standards is being updated.

Weaknesses:

Lack of consistency in implementation and a systemic and generally accepted method of screening students for additional reading and math interventions.

No building-wide accepted practices regarding literacy or math instruction and research-based teaching methods adhered to by all faculty.

Indicate needs related to strengths and weaknesses:

Systemic method of screening and general acceptance / knowledge by teachers for use of the screening method.

Monitor the literacy and math curriculum related to the MO Learning Standards to better engage students, measure results (formative assessments), and provide targeted instruction in both literacy and math based on data.

**Student Achievement**

The following data regarding **student achievement** has been collected, retained, and analyzed:

- MAP results by content area and grade level, including multi-year trends (required)
- MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- Completion rates: promotion/graduation rate, retention rates (if applicable)
- Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- Other performance indicators used in analysis:

Evaluate Diagnostic Data

Summarize the analysis of data regarding **student achievement**:

Strengths:

Student attendance is strong

Students generally score average or slightly above on state assessments in regards to literacy but have been stagnant over the past couple of years. Math scores on state assessments are generally average or below average.

Began implementing a multi-tiered system of supports which has decreased the number of students with failing grades

Weaknesses:

Special education services are heavily relied upon because their continue to be weakness in intervention strategies and differentiated instruction.

Students who received Title I services at the elementary school level are failing classes at a higher rate than peers who did not receive these services.

Literacy and math curriculum are being updated to more closely align with the MO Learning Standards.

Indicate needs related to strengths and weaknesses:

Teaching methodologies that are research-based will need to be supported through on-going professional development.

The district needs to add Tier 2 math support at the middle school level.

### Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- Learning expectations
- Instructional program
- Instructional materials
- Instructional technology
- Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

All teachers are highly qualified in their fields.

Teachers are generally receptive to high quality professional development opportunities

Teaching culture operates from a growth mindset

Weaknesses:

There is little building-wide vertical alignment of MO Learning Standards. Teacher are not implementing interventions with fidelity. Teacher are not consistent across grades 6-8 with educational programming.

There is a lack of materials to support current, reasearch-based strategies and teaching methodologies for students.

Teachers have not been adequately trained to provide virtual instruction.

Indicate needs related to strengths and weaknesses:

Student materials and educational programs to support literacy and math curriculum and instruction.

Teacher learning materials to support professional development .

On-going teacher support from the DCI consultants and Title teachers

### High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- Staff preparation
- Core courses taught by appropriately certified teachers
- Staff specialists and other support staff
- Staff demographics
- School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

All teachers are properly certificated and engaged with creating a culture of learning.

Weaknesses:

Many teachers have not received adequate, on-going, support and training in literacy and math instruction

We will have multiple new teachers on staff in the Middle School during the 2023-24 school year.

Indicate needs related to strengths and weaknesses:

High quality professional development in literacy and math with the support of the DCI consultants from the RPDC.

### Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- Parental involvement
- Communication with parents
- Policy Involvement
- Parent education
- Support for special needs and underserved
- Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

The families and community members generally support the school district and attend parent / teacher conferences and open houses.

Weaknesses:

Parents do not understand the results of screening and testing data and the implications for their students.

Indicate needs related to strengths and weaknesses:

Provide resources and training to parents on various topics related to increasing student achievement.

**School Context and Organization**

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- School mission/vision
- Average class size
- School climate
- Management and governance
- Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

Strong commitment by the faculty to updating instructional practices.  
Class sizes are within recommended state guidelines.  
Discipline is not a dominant negative factor.

Weaknesses:

None noted.

Indicate needs related to strengths and weaknesses:

Nonw noted.

**NEEDS ASSESSMENT: IDENTIFYING PRIORITIES**

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..." (Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1	Provide professional development and support for making and implementing data-based decision-making for instruction and interventions.
2	Support materials for implementation of research-based literacy and math programming
3	Increase parent education and resources related to supporting student achievement

Schoolwide Program [Hide](#)



**3000 TIPTON MIDDLE SCHOOL**

**SCHOOLWIDE PROGRAM**

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. Section 1114 (b)(2)

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Heather Hunsburger	
2	Teacher	McGwire Dean	
3	Principal	Leeanna Meador	
4	Teacher	Jolene Garber	
5	Paraprofessionals	Amy Huhmann	
6	Parent	Stacey Crane	
7	Other Administrators	Nancy Thomas	
8	Parent	Lisa Oehrke	
9	Parent	Manda Simon	

  

Plan Development Meeting Dates			
	Meeting Date		
1	03/22/2023		

**COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS**

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Select... v		

**STRATEGIES TO ADDRESS SCHOOL NEEDS** Section 1114 (b)(7)(A)

The following strategies will be implemented to address prioritized school needs: (check all that apply)

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<input checked="" type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input checked="" type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input checked="" type="checkbox"/> Other ESOL	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
6	<input type="checkbox"/> Other	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

Preschool

- Pull out/resource classroom
- Push in/regular classroom
- Summer School
- Tutoring (before-or-after-school)
- Other

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other ESOL	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

**Class size reduction**

<input type="checkbox"/> Grade Levels	K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>

- Professional Learning Communities**
- Schoolwide Positive Behavior Support**
- Response to Intervention**
- Other**

The strategies will (mark all that apply)

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Students identified as at-risk for achieving grade level progress in reading/writing will receive direct instruction through push-in or pull-out instruction and support. Students who are English learners will also receive individual or small group support with push-in or pull-out ESOL support services from a paraprofessional.

- Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

Teachers are receiving on-going training and support for the implementation of research-based instructional programming and the alignment of the curriculum to the MO Learning Standards.

- Increase the amount of learning time
  - Extended school year
  - Before-and/or after-school programs
  - Summer program
  - Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

[Empty text box]

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

Students will be identified if they are at risk of failing to meet grade level expectations and in need of literacy and/or numeracy support. These students will receive targeted instruction and their progress will be closely monitored and instruction adapted to their needs.

Activities will (mark all that apply)

Improving students' skills outside the academic subject areas

- Counseling
- School-based mental health programs
- Specialized instructional support services
- Mentoring services
- Other

[Empty text box]

Helping students prepare for and become aware of opportunities for postsecondary education and the workforce

- Career/technical education programs
- Access to coursework to earn postsecondary credit
  - Advanced Placement
  - International Baccalaureate
  - Dual or concurrent enrollment
  - Early college high schools
  - Other

[Empty text box]

Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services

Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data

- Delivery of professional development services
- Instructional coach
- Teaching methods coach
- Third party contract
- Other

[Empty text box]

Professional development activities that address the prioritized needs

Describe activities

[Empty text box]

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

[Empty text box]

Assisting preschool children in the transition from early childhood education programs to local elementary school programs

Describe activities

**SCHOOLWIDE POOL FUNDING**

*Section 1114 (b)(7)(B)*

Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

**PARENT COMMENTS** *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

**District/LEA Comments**

**DESE Comments**

**Email:** [kelli.todd@dese.mo.gov](mailto:kelli.todd@dese.mo.gov)

**Current User:** apettigrew

Improving Lives through Education

Ver.

